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What are the Opinions of School Managers Who Have Completed Graduate Education in the Field of Educational Management, Inspection, Planning and Economics Regarding the Changes They Have Made in the Field of School Management?¹

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ABSTRACT

The most general meaning of the school manager, effective training to management, management, business planning and operations, the school organizes all the resources and powers and eşgüdümleyen, establishing effective communication with those who see the school's job, to prevent deviation from the positive aims of the organization's actions to ensure the effective operation of the business and operations carrying out checks and people. School managers need to staff the school environment affects the interaction of success of the school manager. Democratic, communication direction is strong, motivated employees, with leadership qualities, managerial skills, high school managers, school is useful in achieving the desired objectives. Schools in a rapidly changing environment, successful managers in the next century, will carry a very good understanding of school and community, the school's leadership to do to be successful, are expected to develop themselves continuously.

INTRODUCTION

Education is the future of humanity. Although people's socio-economic living standards are increasing, their relationship with each other continues. The education received by the individual, his knowledge, discipline, the environment in which he lives and the socio-economic status of this environment, the effect of the written and visual media, family and community relations are the determining factors in the development of personality. The school manager needs to constantly educate himself in order to meet the expectations of the teachers and students in the school and to increase the efficiency of the school. School management has ceased to be an authority in society that only signs and controls documents, where students are intimidated for discipline; It is observed that they are more accepted as guides to teachers, in constant communication with parents and students, and as leaders. At the core of the contemporary understanding of education is the aim of improving the educational process and making the activities that help to learn and teach more efficient. In the realization of this goal, all the factors that play a role in the training process and affect the process are handled in a whole. Managers reflect their own personality traits to the management style of the organization along with the management philosophy of the organization.

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One of the organizations that make up the society is the schools. School managers, through the decisions they make and the way they act, affect all the material and moral resources in the school as well as the society they represent. In our age where education is so important, the educational status of education managers and the training they receive are equally important. The aim of this study is to reveal what kind of awareness is created by education managers who are doing or have done a master's degree on educational management in their perspectives on education. The research consists of four parts. In the first part, the existence and importance of the problem, the definitions related to the research topic and the limitations of the research are explained. In the second part, method, data research and analysis of data are carried out. In the third part, findings and interpretations are formed. In the last section, the conclusions and suggestions are revealed. It is hoped that the research will contribute to education and training managers.

Problem Status

Management is the science and art of making the best use of all the resources and opportunities available to achieve the organization's goal. In other words, it is the art and science of achieving things through group efforts (Erdoğan, 2000:9). Educational administration is the application of public administration to the field of education (Kaya, 1999:43). Educational management is seen as a sub-discipline that examines the most effective use of human and material resources in order to achieve the objectives that specify the institutions related to education. All organizations are formed to achieve certain goals. Every institution needs to make the best use of the resources it has and can benefit from in order to achieve its purpose. The degree to which the organization achieves its goals depends, in a sense, on the degree to which it can use resources. For this reason, it is imperative to keep the work of the institution under constant supervision and to determine the use of resources. More importantly, it is necessary to closely monitor product and productivity and to take measures to ensure its continuous increase.

From this point of view, management is vital for institutions. When evaluated by considering the characteristics of organizations, educational institutions are also organizations in terms of having a bureaucratic structure, hierarchical distribution of authority and responsibility, and having a formal structure (Söbü, 2005). In the Turkish education system, the evaluation made to reveal the effectiveness of the school and whether the objectives have been achieved or to what extent they have been realized is carried out through audit. At the beginning of these inspections are school managers.

The school administration deals with the problems that are concentrated within the school boundaries. The school manager is the person who solves the problems concentrated at the school level and is responsible and authorized to use the human and material resources at his disposal effectively and efficiently. It is difficult to say that school administration and school administration are placed in a certain framework in terms of profession in our country. Apart from bureaucratic procedures, there is no requirement for school management that reflects expertise. In other words, there is no specific difference that evokes school management. For this reason, the transfer of scientific studies to the field of practice of school administration is never or delayed (Erdoğan, 2000:89).

The directors of formal and non-formal education institutions of all degrees and types affiliated to the Ministry of National Education are appointed by selecting them from among those who hold the positions of deputy director, deputy director and principal in accordance with the principles of career and merit. Every teacher who meets the required conditions as a classroom teacher and in the positions of general knowledge and vocational courses can participate in the managerial exam and if they are successful, they are appointed as managers. School management is the field of knowledge and skills that covers human relations, leadership and management processes outside of routine managerial processes and affects the effectiveness and quality of educational institutions. It requires a separate background and skill area from teaching. The Ministry of National Education emphasizes this difference and encourages school managers to conduct postgraduate education in the field. In this research, the opinions of graduate school managers in the field of educational administration regarding the managerial changes that occur with the variable of educational status will be emphasized. The roles of school managers as we enter the 21st century; their duties and expectations from managers are becoming increasingly complex. In a rapidly changing environment, the managers who will successfully carry the schools into the next century are expected to understand the school and the society very well and to constantly improve themselves by leading the school in order to be successful.

MANAGEMENT AND EDUCATIONAL MANAGEMENT

Management

The history of the concept of management dates back to ancient times. Since the period before scientific management, approach theory and applications have been developed. In all of them, the goal is to increase the efficiency and effectiveness of organizations.

Management; It aims at the regular work of different segments of social life. But above all, people's acceptance of the sovereignty of another involves submitting to a will other than themselves. (Taymaz, 1995:17). The common points of the definitions made about management are listed below:

a) To achieve the determined objectives of the Institution and to continue it in accordance with its objectives, b) To use human and material resources effectively by providing them, c) Monitoring, supervising and developing the work of the Institution.

The purpose of the management; to obtain much efficiency by using elements such as people, time, money, materials and places less and to continue its functioning by providing effective functioning in order to realize the objectives of the organization. The task of the management is; to maintain the organization in accordance with its intended objectives. The reason why there is a need for management in an organization is to be able to realize the objectives of the organization at the planned level. Educational management as a universal process is a branch of management science and is seen as a special field of public administration. However, it differs from public administration in terms of purpose and function (Aydın, 1998: 169). Education is of strategic importance in the information society. Successful management of educational organizations is important in terms of ensuring efficiency in education.

The changes that have marked the century we are in; the formation of an information society and the importance of information. Again 21. In this century, information and technology-oriented factors such as competitiveness, productivity, total quality management, trained qualified manpower, production and employment policies for information, management capacity have become vital elements for organizations. There are two types of goals in education that should not be confused with each other. The first of these is the objectives of the educational organization. This is also called the aims of national education. Organizational goals determine what the product the organization will produce and its nature. The second set of goals is the goals of educational management.

The objectives of management indicate in what quantity and quality the organizational objectives will be realized and how the organization will be employed for this. These are called managerial purposes. The purpose of the organization is to meet the needs of the members by reducing expenditure and providing efficiency (Ilgar, 2000: 120). It is known that our educational organization does not have system characteristics and that there has been a constant conflict between general and technical education and its managers for years. Good functioning of this system can make training more efficient. Educational management aims to develop and enrich the society formed by people in every way. For this reason, the science of educational management deals with all aspects of education and refers to the process of using material and manpower resources to provide a desired behavior change in human behavior (Bursalıoğlu, 1994: 3). Since it is human beings who also use material resources, it is an important issue to be able to use human power resources effectively. Three important elements in educational administration; manpower resources are managers, teachers, students. It is a resource that the student has not yet acquired the desired qualifications but is processed during the educational process. The teacher is a very valuable resource that processes and trains human resources. The education manager is the source that manages the processing and processed human resources (Çelik, 2000: 28). In order to increase the quality of education in our education system, teachers should be given the necessary value.

Manager

Definition and Importance of the Manager

As an organization develops, so does the need for talented people to manage them. A good manager energizes the organization. The manager ensures that the things to be done are done willingly; It does not require control and punishment (Thompson, 2002:88). When it comes to managers, everyone who has authority and responsibility in the organization is a manager. In order for the manager to employ the employees as he wishes, he must have some characteristics (Hatipoğlu, 2003: 153). It is a fact that contemporary societies are organizational societies. But companies are not ends in themselves, but means. To the extent that tools are used well, they can serve purposes. For this reason, it is possible for companies to increase their roles and importance with their good use. This depends on the good management of companies. That's why management is so important.

To put into practice the ideas produced by the entrepreneur and to determine the ways to achieve the goals he indicates, to make an accounting of the situation he is in while making this determination, to arrange the temporal and monetary programs of the transition through these ways, to implement them; As a person who brings together people who have such characteristics as perseverance and enthusiasm to finish, diligence, knowledge, organizational power, finance, control ability, the ability to establish good relations with the environment inside and outside, who organizes this team beautifully, who has knowledge about human behavior, he is the person who manages people by describing the purpose and work to those under his command, by delegating the works without

the enthusiasm to do business. (Dincer, 1992:251). The main task of the manager is the person who performs the management function in the organization. Some managers are educated and some of them perform this task by rising within the institution.

Characteristics of a Effective Manager

WHAT NEEDS TO HAPPEN?	WHAT DOESN'T HAVE TO HAPPEN?
Being Objective	Being Unsympathetic
Confidence in Yourself	Being Biased
Making Decisions on the Spot	Being Inconsistent
Having the Initiative	Indecisiveness
Carrying a Sense of Responsibility	Being Without Common Sense
To Be Strong in Will	Being a Coward

As can be seen from the table, the features that should be in the manager; to be objective, to be confident, to be able to make appropriate decisions, to have priority, to have a sense of responsibility, to have a strong will. Since management is a human subject, a successful manager must first of all have reached emotional maturity (Onal, 1983: 92).

Training managers also need to reach the maturity to perform the task of training manager. Although people show very different personality traits from each other, they must have a certain set of qualities and abilities as a requirement of their work.

The talents and qualities that should be found in a good manager can be listed as follows (Peker and Aytürk 2002: 53).

- To have received general management and management information,
- To know how the work in all parts of the enterprise is done and should be done,
- Have the ability to organize, to ensure cooperation and teamwork between departments,
- To have experience and experience,
- To have self-confidence, creative, honest, practical intelligence, ability to make plans and programs, etc.,
- To be able to find instant solutions to problems,
- To be able to make appropriate decisions,
- To be tolerant,
- To have a sense of responsibility,
- To be objective and at the same time not to shy away from devotion,
- To be a good educator,
- Knowing how to be patient, being able to use rewards and punishments

School managers should also be selected among educators who are intelligent, determined, have leadership qualities and personality.

Leader Manager

Today, there are differences between leaders and leading managers compared to classical managers. Leadership and management are not synonymous words that can be used interchangeably. By definition, they are very different from each other. It is not the case that the manager is necessarily a leader and a leader is or will necessarily be a manager. However, in daily life, the two concepts are intertwined and there is an expectation that the manager can also be a leader and the leader can be a manager (İrmek, 2004: 228).

Managers with leadership qualities can drag the people they lead after them and manage organizations more. Leadership behaviors require establishing an interaction structure for the solution of a common problem, specifying the relations between the leader and the group members, communication channels and the functioning of the company, creating trust, respect, sincerity and friendship within the company, and realizing the management approach (Peker and Aytürk, 2002:61).

In order for leadership to be effective and efficient, the leader must strive for the realization of organizational goals. Every manager has to constantly improve himself according to changing conditions. If the leader-manager is; who knows the job well, who does the requirements of the job, who has personality, quality and career; who has a certain line, principle and goal, who creates his own future; has a mission and vision; rising from certain ranks; constantly renewing and improving itself; which derives its strength from its knowledge and skill; comply with business norms and ethics; who knows how to say "no" when necessary; who does not intend to sit in the same chair until retirement, but to do business and succeed; setting principles and goals; is a person who feels pleasure and excitement in his job and does his job fondly (Peker and Aytürk, 2002: 45-47). Training organizations can be managed more efficiently by managers with leading managerial characteristics.

Educational Administration and School Directorate

The principal, who is the main actor in the school administration, which refers to the implementation of educational administration in a limited area; is the person who organizes, gives orders, directs, coordinates and supervises the work in the school for the fulfillment of the objectives (Gürsel, 2003: 91). In other words, the manager; is the person who is responsible for using human and material resources in the most effective and efficient way and to keep the school alive in accordance with its purposes. In the most general sense, the school manager; For effective educational orientation, management is the person who plans the work and operations, organizes and coordinates all the resources and forces of the school, communicates effectively with the employees of the school, supervises the actions, works and processes in order not to divert the school from its objectives and to ensure its effective operation (Başaran, 1996: 118).

From the moment human history existed, individuals have been in various organizations. The individual is either governed or governed within organizations and institutions. In both cases, the behavior of the individual, his attitudes, movements, expectations, roles may vary according to the structure, atmosphere and functioning of the organization or institution. The basic element of the education system, where production is made, is the school. The school must be very well organized in order to produce and live in accordance with its purposes. It is the duty of the management to keep the organization alive in accordance with its purposes. Keeping the organization alive in accordance with its objectives can only be achieved by using the human and material resources in the organization in the most efficient way (Bursalıoğlu, 2002; 6).

When it comes to the school manager, the school principal generally comes to mind. However, there are other school managers besides the school principal. Deputy principals, heads of groups, branches and departments, coordinators working on certain subjects can also be qualified as school managers. In addition, the managers of institutions, organizations and units related to education, such as dersane and private courses, are also managers who have the qualities that evoke the school manager. The approaches and models presented under the heading of school administration and school manager in this past are of particular interest to school principals, assistants, heads of branches, groups and departments, classroom and course managers (Erdoğan, 2004: 89). Since school management covers the management knowledge and techniques that the school manager should know, the behavior of the person receiving this information will be different. According to today's practice, school managers are selected from among those who have served as authorized teachers, either assistant principals, or principals. Among them, there are those who have learned the subject before, as well as those who have learned with various troubles after starting to be a manager. In order to get rid of these troubles, those who are likely to become managers in the future should learn this while they are still in school.

Management is a job that requires leadership. Leadership is an ability to influence. Influence (leadership) is very important in the management event and especially in the management of education. In particular, school management is an area where the influence outweighs the authorities (İlgar, 1996:58). The structure of the school administration and the professional and personal qualities of the managers have an impact on the efficiency and quality of education. The school administration has important duties in creating a positive working environment in the school. In order to achieve the desired level of school objectives, to increase the success of students in school, school managers have an indirect influence on the achievement of students and have the opportunity to make significant contributions. The aim of the school manager is to keep the school alive in accordance with its purposes. This is possible by using the human and material resources in the school in the most efficient way. The ability of the school manager to do this depends on the fact that the school administration knows the concepts and processes well.

It has been tested and proven so far that expecting the solution of educational problems from the top managers will not yield results. In the near future, schools will have to move to a new structure and operation that is difficult to predict, perceive and accept in the changing world and country conditions. However, when you act only with the passion for change, it is often possible that a new point is not reached as the old is lost. Against such a danger,

at the beginning of the movement, it is necessary to have elected, educational missionaries and school managers with leading characteristics at work to protect schools from the shocks of the inevitable change phenomenon (Açıklan, 1998: 15). It is only possible for schools to keep up with changing conditions and renew themselves with innovative, qualified managers who are open to change.

The school manager who will carry the people of the future to the information society has to play new roles. Today's teacher and student are very different from the teacher and student of old. The school manager needs to constantly educate himself in order to meet the expectations of the teachers and students in the school and to increase the efficiency of the school. Because cultural, moral, interchangeable and visionary roles are expected from the school principal as well as teaching (Çelikkaya, 1998: 13). It may be advantageous for school managers to have transformational leadership qualities in order to adequately fulfill their educational duties. Development in education is a leadership problem and the solution of this problem depends on the training and appointment of people with leadership qualities (İlgar, 2000: 58-59).

Qualifications a School Manager Must Have

The school manager should be primarily aware of the theories and concepts that form the basis of education. And especially in the field of education and training, it should be aware of the developments and assimilate. In this direction, as we enter a new millennium, school managers should be aware of theories and practices such as the Theory of Multiple Intelligences, Emotional Intelligence, Brain Maps, Portfolio system. Because it seems to be an inevitable necessity to know these things in order to relate the management to be carried out with the teaching influenced by these theories (Erdoğan, 2004: 90).

In addition to being knowledgeable, the school manager should be skilled and experienced in problem solving, decision making, writing, speaking, reporting. The school manager must first fulfill the existing rules and procedures that fall within the scope of his duties and responsibilities in the most effective way and with the best timing. In this sense, he should use his authority in a good way. However, in today's world where change is very fast in every field, it is not enough for a successful school manager to fulfill the powers and responsibilities that are determined in advance. The manager should derive his power not only from the current circumstances related to his responsibilities, but also from the potential that he will have personally the resources that give the manager power in general are as follows:

- 1. Technical Strength:** The power provided by the knowledge and skills acquired in subjects such as planning, leadership theories, organizational structures, time planning.
- 2. Human Relations Power:** The power of healthy relationships with people who work in school and others in the environment.
- 3. Educational Power:** The power provided by the knowledge and skills possessed in matters related to education, training and the functioning of the school.
- 4. Symbolic Power:** The power provided by value systems that explain what the workings in the school mean.
- 5. Cultural Power:** The power provided by the non-legal structure consisting of values and principles that have been established in the school through certain processes.

The manager should consider the new powers he has while developing his knowledge and skills. Because each new mandate brings with it different qualification needs.

The school manager should be primarily aware of the theories and concepts that form the basis of education and should be aware of and assimilate the developments that arise especially in the field of education. In addition to being knowledgeable, the school manager should be skilled and experienced in problem solving, decision making, writing, speaking, reporting.

Contemporary school manager; Has reached comprehensive human knowledge, Have effective communication skills, Leadership qualities are dominant, Can use my mother tongue correctly and beautifully, Studied philosophy, mathematics and the history of civilization, Have a good command of communication technology, manage information, Healthy in terms of body and soul, He believed in education and was a manager (Açıklan, 1998: 6).

The services and tasks that must be performed for a school to achieve its goals constitute the tasks (Taymaz, 1995:55). The power given to the person responsible for the performance of these duties is the authority.

In an organization, managerial duties can be divided into basic, auxiliary and staff duties: Basic duties are those that are mandatory for the execution of work. It is impossible to carry out work without basic tasks. Ancillary duties are secondary, auxiliary duties that are mandatory for the conclusion and execution of work. Staff duties are those that are responsible for assisting managers and chiefs, advising them and providing them with experts.

In order to perform these tasks, different actions must be taken and behaviors must be demonstrated. Although processes and behaviors are related to each other, there are some differences between them. When tasks with the same attribute are combined, task fields are created (Başar, 1999:5).

Factors that give meaning, support and initiative power to the sanctioning power of the formal organization manager; laws, statutes, regulations and guidelines. The duties of the school principal are determined by laws, regulations, statutes, guidelines, rules and principles related to educational administration. From these administrative texts, in the regulation of primary education institutions; The primary school is managed by the principal together with other employees in a democratic educational environment. Principal of the school; In addition to teaching courses, it is authorized to carry out its duties in accordance with laws, regulations, regulations, directives, programs and orders, to regulate and supervise the school. The principal is responsible for managing, evaluating, and developing the school in accordance with its objectives. The school principal also says that he performs other duties specified in the job description (MONE, 2003: 21).

Duties of the Principal of the School

The school principal adheres to the basic principles of National Education, provides the necessary human and material resources to realize the general objectives of National Education and the objectives of the school, and manages them in line with the decisions taken and the plans prepared. The principal of the school is as follows (Taymaz, 2003: 86-89). He manages the school according to the laws and represents the school, organizes all the affairs in the school and finds solutions to problems. Ensures coordination among employees. Ensures and controls the implementation of strategic plans. Performs operations related to personnel. Develops human relationships at school. It provides the motivation of the staff. It carries out the exam, attendance, dismissal, attestation procedures related to the students.

School principals shall perform their duties within the limits conferred upon them by laws and regulations and shall exercise the powers conferred upon them by laws and regulations. The school principal is authorized to manage, regulate and supervise all the affairs of the school within the limits of laws, regulations and orders (MONE, 1998: 374). The primary school manager is responsible for achieving the school's goals. The essence of responsibility is obligation, that is, the obligation to use authority (Bursalıoğlu, 2002:181). Along with responsibilities, there should always be the same degree of authority.

SCHOOL MANAGEMENT AND MANAGEMENT STYLES

The School Business

We can call the services provided in order to provide the school with an environment suitable for education as "school business". The concept of "school enterprise" includes the places where the school is taught, the places of assistance to education and the works and procedures related to the operation of the school. School operation includes keeping the buildings, facilities and vehicles to be used for education ready for use and meeting the financial needs (Taymaz, 2003: 216).

The educational places of the school are classrooms, workshops, laboratories, libraries, multi-purpose halls, indoor sports halls, practice gardens and playgrounds. It is necessary to provide and manage them in the number and quality appropriate to the educational program of the school and to raise the education level of the school to the desired level. However, if these services are not carried out expertly and correctly, the curriculum will be disrupted and the public's trust in the school will decrease (Aydn, 2000: 179). The places that help the school to education are the cafeteria, warehouse, archive, corridor, student dormitory and corridors. Their indirect contribution to education is as important as the places of education.

In schools with working capital, in order to operate them, it is also necessary to employ employees who have been trained in this field. In addition to all these, the works such as equipping, cleaning, ventilation, heating, lighting, maintenance, repair, protection, civil defense works, ayniyat are among the "school operation" works that should be done in every arrow. School managers usually devote a large part of their time to the "school administration". These jobs take up a large part of the time of school managers.

When these services are not done, school education activities may be disrupted, and when they are incomplete, the quality of education in the school may decrease. In addition, the non-performance or incomplete performance of the general services of the school also makes the management of the school defective; the director is responsible for doing these things in the best way (Başaran, 2000: 203). In order for the school to act without losing power, it is important that the "school operation" is made complete and qualified.

Human Relations in Management, Leadership and Managerial Behaviors

The school manager is the one who mobilizes the action power of the school. The school leader must be able to mobilize the potential energy inherent in the school. The main task of the school manager is instructional leadership, he is expected to lead his school as a teaching leader, The manager must act as the leader of the group if he wants to be effective.

Activities such as the school head leading the change and organizing the exchange of information between schools affect other education personnel and cause innovation to spread more easily. The school manager should be aware of the need for change in his school and immediately act as a locomotive in this regard, Leadership in school management requires first seeing the problems with a real eye, and then having some skills that can solve them (Başaran, 1998).

The content of Human Relations competence in Management consists of the following (Başaran, 1998).

- ❖ To motivate and supervise employees for their efficient work,
- ❖ Managing conflicts between employees,
- ❖ To ensure the adaptation of the employees to the organization,
- ❖ To do teamwork with employees,
- ❖ To include employees in the management,
- ❖ To provide consultancy in organizational innovations,
- ❖ To increase the satisfaction of the employees from work,
- ❖ To provide employees with the opportunity to develop and grow,
- ❖ Advising employees to solve their problems,
- ❖ To create an environment based on friendship for those who work,

In order for the school, which is affected by social, economic and technological changes, to keep up with these changes, it can be said that school managers should make the necessary changes as effective leaders by using their managerial positions and power.

School Management

The concepts of education system and educational administration are related to the whole of education. The education system is a supersystem including schools (Taymaz, 2003: 21-22).

School orientation is the application of educational management to a limited area. The boundaries of this field are usually drawn by the goals and structure of the education system. Just as education management consists of the application of management to education, school administration consists of the application of education administration to the school (Bursalıoğlu, 2000: 21).

It is a subsystem of the school education system. The school is a dependent variable of educational management as an organization and functioning. The school, the education system; The most functional part, Determines its scientific boundaries and environment, At the edge of the system, at the first level at the extreme, is the concrete organization for the purpose of production (Açıklan, 1998; 1).

If it is necessary to specify the distinction between education administration and school administration within the organizational structure, it is possible to define the central and provincial organizations of the Ministry of National Education other than schools as educational administration and the managers working in this institution as education managers. The school is a subsystem that directly affects the education system. Determining high-level education policies and plans; it is the education managers who interpret them in the middle level. However, it is the first-level school managers who implement all these and ensure that the system is fed back.

Field of School Management

Education, management is not an established profession, but a nascent profession, its features consist of the management of certain organizations. These characteristics arise from the tasks of education in a society, from the nature of the educational enterprise, from the dynamics of the main groups to which the school administration relates, from the multilateral role of educational administration. Many of these traits are unique to education itself. Education is an initiative that deals with people directly, a school, an organization that affects people as well as people. A critical thought and behavior is a task that various educational philosophies expect from this organization. Especially this task leads to the fact that the environment and society closely monitor the school. However, the correct measurement of the school's success in accomplishing this task faces many obstacles.

Controversial solutions to education policy are just one of them. Therefore, educational organizations differ from other organizations in terms of the structure of the forces of control and oppression.

This differentiation is also reflected in their management. Moreover, since the school, the most typical organization of the educational enterprise, is at the center of the social system that encompasses the environment and society, it does not function separately and cannot be examined as separately as some organizations. These views state that educational management is an interdisciplinary science as well as a separate one. The quality of separation arises from the characteristic of the educational enterprise, the interdisciplinary characteristic, the characteristic that management acquires with modern theory.

However, it is possible for educational management to become professional and to meet the conditions of professionalization. These conditions envisage that educational managers will be able to solve a general framework within the historical formation, to create ideal incentive elements through credible definitions, and to develop behaviors and practice ways that will guide the profession. Within an education system, the school administration is in the same situation as the education administration as the school is a subsystem. Undoubtedly, "the relationship between the meaning that this term is expected to explain here and the space it occupies may be the subject of stall. Even other terms can be chosen, such as school management. But the starting point in the choice of this term was the idea of basing this space on the character of his organization rather than on the personality of the manager.

The Importance of School Management

The school is the most critical and effective of the subsystems within the trend system" In the context of the concept of education management with its general use, the management of other educational institutions outside the school such as public education directorates, course tools center, province, district national education directorates, etc. is also perceived. The scope of educational administration is national and its environment is international. The scope of the school is institutional, the environment is local, and in the broadest sense, it is local. The national dimension of an education system is almost equal to the sum of the subsystem of schools.

It would be unfair to expect the school head to deepen in the various sciences and fields that his powers, responsibilities and duties require to be utilized. However, in order to be able to use the powers given to him and to fulfill the duties he has undertaken, he must not be a stranger to these sciences and fields. Thus, he will know the ways to take advantage of them, as well as be able to cooperate with their specialists. Because the real reason for the disagreements between the manager and the expert is that they both consider themselves to be men of separate worlds. However, a manager who has been multilateral in his profession will be able to cooperate more easily with various experts in the organization. In addition, they will be able to play the role of coordination between them more comfortably.

Management Processes at School

The educational management process should not examine planning, organization, coordination, communication and supervision as sub-processes of management (Başaran, 1996: 43).

Problem Solving

Problem-solving activity is seen at all levels of human life and in various environments. Problems can be economic, political, social or organizational problems that can be found at individual, organizational and social levels, as well as daily, routine problems or new problems of different structure caused by the rapid change in every field today. Due to the inevitability of problems, managers and employees at all levels in organizations spend a significant part of their time to solve these problems.

The problem arises when there are obstacles that prevent the individual from achieving the goal he wants to achieve. "Every challenge is a problem. In order to eliminate the difficulty, it must disturb (sense) the person physically or intellectually (mentally). The problem, then, is a situation that disturbs human beings. For example, illness, fatigue, anarchy, failure, etc. are problems" Problems that have a solution but have not yet been solved under certain conditions (Arseven, 1994: 31).

As in any organization, there are always big or small problems and conflicts in educational organizations. Without resolving these problems and conflicts, it becomes difficult for the educational institution to realize its goals. Because each of the problems and conflicts is an obstacle that stops, slows down and deflects the organization from achieving its goals. The constant change of the environment and the reorganization of relations with the

environment create various problems and conflicts. There are problems and conflicts that arise from structural and management errors. Various problems and conflicts arise from miscommunication between employees.

Problem-solving knowledge and skills gain importance for managers to overcome problems (Başaran, 1996: 29). It is of great importance that managers can overcome these problems. Problem solving has been used as a synonym for decision making in the management resource. The most effective method used in problem solving or decision making is the scientific method. Intuiting difficulty, defining the problem, predicting the solution, determining the observable natures, conducting trial and evaluation, and reporting have been accepted as stages of the scientific method.

According to the modern management approach, problems and conflicts are inevitable in an organization and it is not possible to eliminate them completely (Koçel, 1999: 489). It is incumbent on the manager to manage these problems and conflicts in a way that contributes to the survival and development of the organization. It is doubtful for a manager who cannot manage the problems and conflicts that will arise in accordance with the objectives of the organization to stay in that organization for a long time (Koçel, 1999:489).

Planning

It is the process of providing the inputs necessary to realize the educational, organizational and managerial objectives of the school and deciding the ways of using them (Başaran, 2000: 104). The inputs of education are teachers, educational tools and materials, educational technologies, consumption and, of course, the most important are the students. In order to get the best quality and best output from all these educational inputs, the first step to be taken in order to coordinate the educational inputs very well and to raise today's children, who are the future of the country, in the best way by obtaining maximum benefit is a good planning. Planning should be done according to the principles of fitness for purpose, integrity, measurability, development, continuity, reliability, frugality and simplicity. When planning, it is necessary to identify and recognize the targets, to investigate and decide on the implementation options, to write and implement the plans, and finally to evaluate them (Başaran, 1996: 44).

Planning is "a future-oriented activity, a decision-making process and a purpose-oriented, finding the most appropriate methods and tools for the realization of this purpose, considering what may happen and preventing loss of time by reducing unnecessary work and transactions in this process (Aksoy, 2002: 39). Planning reduces or eliminates uncertainty about the future, allows attention to be focused on goals, leads to economic operation, and facilitates control. The impact of planning depends on the follow-up of its policies. These principles can be summarized as follows:

Each plan and its results should contribute positively to the realization of the objectives of the organization. Planning is an inevitable step in management processes. Plan and control cannot be separated, because action without a plan cannot be controlled.

Planning is the task of every manager, and anyone who does not have this duty is allowed to discuss management. is open. The act of planning is one of the factors that saturate the manager and increase his morale. Planning is a time long enough to predict the undertakings to occur process. Plans must be flexible enough to accommodate uncontrollable environmental variables. The degree of this flexibility is evenly proportional to the weight of the loading. The manager should be able to constantly control the implementation of the plan and change the plan according to decisive goals in advance (Bursalhoğlu, 1982: 137-138).

Organization

All actions related to the creation of the structure necessary for the realization of a common goal are defined as organization (Aydın, 1994: 139). The process of organizing in management is necessary to establish a new organization and to keep an established organization alive (Başaran, 2000: 107). In a school, the necessary organization process should be well planned in order for the new students, teachers and servants to perform their duties and achieve their goals. When creating an organizational structure, it is important to organize the steps in the organization and their degree of influence and responsibility well in terms of organizational success.

Coordination

It is the coordination of all sub-systems in the school in a harmonious manner towards the realization of educational objectives. The most important task of the coordination process is to make all the work done in the school compatible with each other for the education of the students. Effective coordination means collaborating, motivating, influencing, directing goals and using various means of encouragement (Başaran, 1996: 53). In order to be able to coordinate in a healthy way, the education manager should have the right information about the subject and the people, provide an agreement environment that connects the school and its employees, monitor and supervise the developments at regular intervals, direct the efforts made by attracting the attention of the employees to the objectives of the school, train the personnel he deems insufficient, be a good example and not get lost in the details (Kaya, 1996:104).

Communication

The means of communication and the network of communication are very important for any organization. Education is perhaps even more important for organizations. Because education is a process of interaction. The medium of interaction is communication. Therefore, communication in educational organizations has been a basic requirement for both the education manager and education (Başaran, 1996: 63). In the structure and atmosphere of educational organizations, the role of non-legal communication is more important. In this regard, the school manager should carefully monitor communication between individuals and groups. To do this requires knowledge and skill in areas such as social psychology, group dynamics, and group behavior. The manager, who is unfamiliar with communication circles and currents inside and outside the school, will either have difficulty or fail to carry out other management processes that come before and after communication. Whatever the sense organs and the nervous system mean for a person, so for an organization the means of communication and the network of communication are also meaningful. Just as man cannot live without them, so an organization cannot live without them. The reason that doubles the importance of communication for the school is that teaching is also based on communication. Education is a process of interaction. The medium of interaction is communication. Therefore, the communication process in the school is a basic requirement for both management and education. Today's man is not the same as the man of the turn of the century. Education has also changed from people's expectations and needs with various influences such as socio-cultural influences, laws, effects of mass media, welfare level. While managers expect good performance from their subordinates, subordinates expect and demand good management from their managers.

The Control

Supervision is the process of monitoring the functioning of the organization and correcting deviations in order to prevent deviations from the planned organizational objectives. For this, the education manager needs to collect information about the operation of the school. It is inconceivable that the school will achieve its goals without knowing how it works. It is the duty of the training manager to check whether the implementation of the pre-prepared managerial and educational plans operates according to the predetermined principles and rules and to reveal the mistakes made during the operation.

The purpose of supervision is to increase productivity by increasing student achievement, to create a power union among teachers, to research and use the needs of society, technological developments and innovations in educational sciences, to be useful to the environment and to ensure that employees are satisfied with their jobs. So supervision should be democratic and clinical. A motivating and nurturing control, not an enforcement and intimidating one, helps achieve the above objectives. In order for a scientific supervision process to be established in educational organizations, standards must first be established. After the standards are determined, measurement, comparison, correction and evaluation should be made according to the standards.

Management of the Training Program

The reason and purpose of the existence of the school is to educate its students according to educational purposes. The source of educational goals is the educational program of the school. The training program is a tool designed to accomplish predetermined educational goals. The trend program covers not only the subjects to be taught, but also all educational activities planned by the teachers. Managing the school is to fulfill the requirements of the education program effectively (Başaran, 2000: 141).

The purpose of the education in the school is not limited to providing the student with the knowledge, skills and attitudes required by the programs only within the walls of the school (Taymaz, 2003: 187). Within the scope of educational affairs, we can count lessons, social clubs, celebration and commemoration activities, cultural

activities, cultivating and complementary activities. Their effective management also directly affects school management. Laws and regulations on schools explain how these activities should be implemented. For the educational materials and other needs of the school, the school needs to establish good relations with the environment and the school parent association. Support from the environment also strengthens the hand of the school administration. For the effective management of educational affairs, appropriate management technology and the latest educational technology should be provided and the most efficient use of the resources available should be stored. In recent years, primary school textbooks have been removed from the selection of teachers and distributed free of charge by the Ministry of National Education.

Management of Student Services

All the studies carried out in order to carry out the personal procedures of the students in a school and to evaluate their success are called student services (Taymaz, 2003: 129). The purpose of the management of student resources is to help create an environment conducive to the implementation of the educational program (Başaran, 2006: 157). Within the scope of student affairs, we can count school enrollment, graduation, examinations and passing jobs, guidance and counseling services, personnel, discipline, first aid, health, nutrition, collection of educational fees, attendance and absenteeism. The school administration starts student affairs by determining the population that is old enough to be educated from the school environment. The primary goal of the school administration is to try to recruit the entire population of school age to the school. In large settlements, as a result of the increase in student services, parents of students can enroll their children in the schools of their choice; as a result, there is a backlog in certain schools and the parents of the students and the school administration may have problems during registration.

One of the important things to be done within the scope of student affairs is to increase student success by increasing the quality of education. In order to prevent the decline of his success, it is primarily the duty of the school to guide the solution of the student's problems. There is a close relationship between the student's adaptation to the school he / she is enrolled in and his / her success (Taymaz, 2003: 129). The aim of the education is to provide the student with the competence to solve their problems. The guidance services to be provided at the school are of great importance in gaining this competence. The school should be able to guide students towards a profession or higher educational institution in accordance with their interests and wishes. Students in need of special education should be identified in the school and necessary measures should be taken for them.

Management of Personnel Services

All the efforts made to do the personal affairs of all the personnel working in a school from the moment they start to work until they leave are called personnel services (Taymaz, 2003: 99). Educational services in the school are carried out through educational workers. Training workers can be grouped under the heading of teachers, managers, education specialists and auxiliary educational workers (servants, technicians, secretaries and drivers). Teachers and managers are professionals with a high level of training in the field of education. Teachers and managers are referred to as educational classes in the classification of giants and have a large proportion among those who work in the public sector.

Human resources in the school should be managed according to scientific and universal principles. Therefore, the education system should make a manpower plan of the school and the manpower should be trained according to this plan (Başaran, 2006: 177). Trainees are selected from among those who have been trained in the field of education. They are trained as candidate employees according to the requirements of the Civil Servants Act, and when they successfully complete their candidacy, they are appointed to their duties as noble. As civil servants, trainees have legal duties and responsibilities. This also applies to educational workers working in the private sector, who are subject to the provisions of the special education law. In return for unlawful acts, disciplinary rules are applied to the educational worker, administrative and judicial prosecution is initiated. The trainee has the right to self-defence against the offences charged and to apply to the relevant authorities and courts.

Educational workers are paid for their labor to achieve the objectives of education; some monetary and social rights are recognized. Employees who work in the school have legal protections. Education is a requirement of the rights and professions of the employees to educate themselves throughout their professional life. The state ensures the improvement of those who work in education when they fall ill, which is carried out in private schools by the social security institution to which they are affiliated. Education workers have the right to rest and leave of absence in the summer. The retirement affairs of the personnel to be retired are carried out and forwarded to the necessary places by the school administration. The monitoring and supervision of the training staff is carried out by the school principal at regular intervals. The legislation to be followed and implemented in the school is announced

and followed by the school managers. The in-service needs of the training employees are met. The necessary committees are made to ensure that the trainees participate in the decision-making process.

Problems Encountered in School Management

Behind successful organizations are undoubtedly successful managers. Without effective management, it becomes difficult for the organization to succeed or even survive. Being an effective manager in an organization that is in a constant state of change is becoming more difficult every day. Behind successful organizations are undoubtedly successful managers. Without effective management, it becomes difficult for the organization to succeed or even survive. Being an effective manager in an organization that is in a constant state of change is becoming more difficult every day.

All these change the organizational environment and increase the expectations from the manager. The most important behaviors expected from the school manager are behaviors such as using the school's resources efficiently, being consistent in school-environment relations, increasing student success and making decisions on programmed issues (Celikten, 2001: 299).

The manager is the person who makes decisions, seeks solutions to problems and solves these problems. In a sense, the reason for the existence of managers in organizations is related to the existence of problems. In this context, what is expected from the school manager is to fulfill the problem-solving function and to help solve the problem without himself being a source of problems and without creating new problems (Açıklan, 1998: 52). Başaran (2000) listed the source and scope of frequently encountered problems in school management as follows (Başaran, 2000: 86):

- Some problems come to the organization from its environment. The fact that the environment is constantly changing necessitates some innovations in the relations between the school and the environment. The reorganization of relations with the environment creates new problems.
- Some problems arise from the organizational disorders of the school or educational organization. No organization can be formed perfectly. Even if it initially works well, it wears out over time and poses problems in its functioning. Educational problems caused by structural and management errors are among the most important problems of the school.
- Some problems arise from those who are trained. Conflict between school workers is the most important of such problems,
- From time to time, problems with preventing the educational process may also arise. An example of this is that failure to take cleanliness measures in the school creates an epidemic within the school and causes disruption of education.
- Some of the problems are related to obstructing the goals of the school. The school was established to educate its students. All the situations that prevent the quantity, quality of students, from graduating from school are serious problems and should be solved.

In the research conducted by Semerci & Çelik (2002) in primary schools, it is stated that the main problems faced by managers are "Discipline problems of students, failure problems of students, problems of students' adaptation to school, problems related to administrative affairs of the school, problems related to the environment of the school, indifference of the students' families" financial problems related to school, personal problems of teachers, communication problems of teachers, problems related to curriculum, inadequacy of curriculum and textbooks, inadequacy of buildings or classrooms, inadequacy of tools" (Semerci & Çelik, 2002: 211).

In the other research conducted by Çelik (2001) with general and vocational high school managers, the problems faced by the managers were as follows: "crowded classrooms, insufficient physical facilities, families not interested in students sufficiently, students do not have ideals about the future, lack of understanding of the importance of education sufficiently, insufficient pedagogical formations of teachers, insufficient school-parent relationship, legislation in education and training changes, uncertainty in the areas of duties and jurisdictions, and especially the habit of expecting everything from the state" (Çelikten, 2001: 303). Almost all schools are likely to encounter these and many similar problems. In order to fulfill the service expected from the school, these problems are minimized and the education process is carried out. In this case, the most important task falls on the school managers.

School Manager's Problem-Solving Skills and Importance

The dynamics of problems and solution approaches cause constant changes. These changes create the need to raise curious individuals who can think and produce. This need emphasizes the importance of focusing on problem solving as a thinking process in education systems. As an institution that meets the educational needs of the society, it is quite natural for the school to encounter problems during its operation, and it is not possible for the school to realize its goals effectively without solving the problems. It is emphasized that training managers have some features to be able to solve the problems they encounter. In this context, today's managers should be hardworking, intelligent, social personality, physically smooth, knowledgeable, self-confident, knowing their responsibilities, successful and effective decision-making in human relations (Çelikten, 2001: 298). Leünvood and Stager (1989) compared the problem-solving skills of experienced and inexperienced school managers and listed the characteristics of experienced school managers as follows (Strong, 2003: 279).

Experienced school managers;

- They can better organize their problem-solving processes.
- They can have more information about the problem and organize this information better. They are also more successful in using and applying this information.
- When solving problems, they try to understand not from the surface, but to the essence of them, and they are based on the main principles.
- They have more complex, detailed goals related to action plans and problem solving, and are able to define them.
- Initially, they spend more time on strategy plans; They always make flexible plans and use different solution approaches in solving problems.
- They are automated in effective problem solving.
- They are more sensitive in solving problems related to duty and social issues.

It is seen that experienced school principals are always successful in achieving the desired goal by managing the problem-solving process better. School managers can succeed as long as they are able to make effective and objective decisions. Managers have to choose from many different options, produce the best solution in every situation, and for this, the problem is three important elements in education management; manpower resources are managers, teachers and students. It is a resource that the student has not yet acquired the desired qualifications but is processed during the educational process. The teacher is a very valuable resource that processes and trains human resources. The education manager is the source that manages the processing and processed human resources (Çelik, 2000: 28). In order to increase the quality of education in our education system, teachers should be given the necessary value.

Management Styles in Education

The form of management is a behavior pattern formed by the interaction of the manager's duty behavior in achieving the objectives and the relationship behavior with the employees. The form of management is managerial behavior specific to the manager (Başaran, 1992: 79). It is possible to group the management forms applied in the education system under four headings as authoritarian, protective, supporter and unionist. (Başaran, 2006- 273), They extend from the authoritarian (autocratic) extreme to the democratic end and at the same time reflect the historical evolution of the practice of government.

Authoritarian Form of Government

Authoritarian governance is an oppressive regime that stems from patriarchal rule. According to this management, the entire management is in the hands of the top management of the organization. The orders given by the manager are carried out unconditionally by his subordinates. In authoritarian management, the basis of the manager's managerial power is more the laws and his authority.

According to the basic view of the authoritarian management, the manager was brought to the administration because he was the superior man. In contrast to the manager's superior manhood, subordinates are passively those who do not work when they are not forced. Subordinates are indifferent to the realization of the goals of the organization and resist. Authoritarian manager; is the manager who regulates the conditions in the workplace in order to achieve the organizational goals at the maximum level, but in this arrangement he does not resort to any measures that will meet the desires and needs of the person and make him happy in the workplace (Erdoğan, 2000:35).

Protective Management Style

The protective management style is a product of Human Relations Theory in management. The necessity of protective management in the organization is based on the view that in order to ensure the effectiveness of the objectives of the organization by realizing them, the employees should be safe and satisfied with their work. Protective management prioritizes meeting the needs of the employees that can be provided by the organization rather than increasing their productivity. The manager aims to ensure the economic satisfaction of the employees and to connect them to the organization and to spend their forces towards the realization of the objectives of the organization. In this form of management, it is assumed that people will turn to security needs based on the assumption that they have met the physiological needs of man. According to the protective management, the wages, social opportunities and job security to which the employees are entitled should be given the full amount of security they are entitled to. Those who work to increase productivity should be encouraged with monetary rewards. Foster management will connect the economic benefits to the workers and the education system; thus assuming that he will not hesitate to spend his power to accomplish the goals of the system.

Supporter Management Format

The form of supporter management began to develop after the 1940s, based on leadership research. According to this form of management, the task of management is to support those who work to achieve organizational goals. According to the supportive management, if a worker's feelings about himself, his value, importance, cognitive and imaginative power develop, his contribution to the organization increases. For this, the employee should know his resume, the values he has developed, his expectations from the organization, his experiences related to education well and use them while developing his feelings. The manager should support teachers to improve their productivity in quality and quantity. In order for this support to be fully realized, the manager must be equipped with the characteristics of organizational leadership.

The following assumptions apply to those who work in the form of supportive management: Educational workers work to achieve these goals rather than oppose the goals of the school or education. Trainees do not shirk responsibility, they are willing to take responsibility. They want to participate in management, and when they do, they succeed. Educational workers have the education and experience conducive to developing, cooperating and solving problems related to their duties.

Unionist Form of Government

Unionist management is based on teamwork. According to the Unionist management, the manager must be a member from within the team. The head of the organization may have an appointed manager; but those who work on the project must choose the team leader from among themselves in order to provide the free environment for teamwork. While the unionist executive advisory adheres to delegation of authority practices, participation is not a human relations enthusiast. He does not hesitate to be compelling when circumstances require it, but he does not always resort to the league of directives. He prefers self-discipline over coercive discipline and constructive suggestions over docile loyalty. It adopts authority based on competence, not location. It is in a process of mutual interaction with its dependent employees. The goal of team building is to help employees realize their own needs. Communication is aimed at free constructive and purposeful that determine the existence of the group. Conflicts are resolved by the synthesis of different opinions as much as possible, and individuals in the organization learn to trust the contribution of others (Werner, 1993: 110).

It is aimed to meet the high-level needs of those who work in the unionist administration, such as self-knowledge, finding and self-actualization, rather than the lower-level requirements. With the realization of these level of requirements, it is possible for employees to reach professional enthusiasm. Thus, the creativity of the employee will increase and the chance to contribute to the organization at a high level will arise (Başaran, 1998: 61).

Comparison of Management Styles

According to the Contingency Theory in Management, no form of management is bad and the main thing is; whether the form of management is conducive to the production of the organization and appropriate to the nature of those who work. The management style in the organization should focus only on the realization of organizational goals and ensure the development and satisfaction of the employees. (Başaran, 1992: 93). In terms of the results of the application of management forms, management forms differ from each other in terms of their bases, orientations, orientation of the employee, psychological results, the needs of the employees met, the performance levels reached by the employee and the moral criterion.

In organizations where the authoritarian form of government is applied, the manager derives his power from the authority and traditions provided by legal resources. The basis of the protective form of management is economic resources. Monetary rewards are used as an important factor to increase organizational efficiency. The supportive form of management is based on leadership. It is assumed that in the environment that will be developed within the organization with the leadership of the manager, each employee will be supported to contribute to the organization when he / she does a job in accordance with his / her qualifications and interests in the organization. The basis of the unionist form of government is the mutual contributions of the worker. It is essential that every employee has something to contribute to the realization of common goals and wants to contribute (Başaran, 1982: 93-98).

In organizations where the authoritarian form of government is applied, those who work must obey the manager. Therefore, the dependence is on the manager, not the organization. In organizations where the protective management style is applied, the protective approach leads the worker to organizational dependence. This dependence is more on the organization itself than on the manager. In organizations where the supportive form of management is applied, the direction of the manager's support is not the obedience of the worker, the provision of monetary security, but the development of the acts in quality and quantity. As a result of this support, it is assumed that the feelings and desires of the employees to join the Organization will increase. In the form of unionist management, self-control of each employee is required. The employee who undertakes the responsibility must develop himself. As a result, the worker reaches the level of self-realization by meeting his needs at a higher level.

Problem Sentence of Research

What are the views of school managers who have completed or are currently undergoing graduate education in the field of Educational Administration, Supervision, Planning and Economics regarding the changes in managerial skills?

Sub-Problems

- What changes have been made in the managerial skills of School Managers by the fact that they have completed postgraduate education in the field of Educational Administration, Supervision, Planning and Economics?
- What changes have made the personal development of school managers that they have completed postgraduate education in the field of Educational Administration, Supervision, Planning and Economics?
- What are the recommendations of school managers who have completed or are currently undergoing graduate education in the field of Educational Administration, Supervision, Planning and Economics regarding changes in managerial skills?

Importance of Research

Adapting to social life, gaining personality, becoming a qualified person and a good citizen can only be achieved through a good education. The future of a country is directly proportional to the education it offers to its citizens and new generations. For this reason, education is a phenomenon oriented to social needs. A country's education system and policies are the roadmap for that country's future. For this reason, the education policies of countries should coincide with the needs of society.

Schools are the environment in which the general objectives of education are realized through special purposes and educational activities are put into practice. The directors of these valuable institutions are the first persons responsible for the task of carrying this responsibility. In this respect, school management has a special importance. School management is a different field than teaching. Beyond the education and training dimension, it requires skills such as leadership, problem solving, effective communication and integration. The Ministry of National Education emphasizes this distinction; It gives the opportunity for teachers who have postgraduate education in the field to work as school managers. This study is important in terms of revealing the changes in the field of management in the perspectives of school managers who have done or have done graduate education in the field of graduate education and depicting the effect of the educational status variable on the managerial skills of school managers.

Counts

The individuals who made up the sample of the research gave accurate and impartial answers to the questions without any influence. The questions in the information collection tool prepared to obtain the data to be used in the research are sufficient.

Limitations

The opinions of school managers who have or are currently undergoing graduate education on Educational Administration, Supervision, Planning and Economics about their managerial skills related to graduate education; School managers who work in official educational institutions of the Ministry of National Education and who have completed or are conducting postgraduate education on Educational Administration, Supervision, Planning and Economics; It is limited to the managers' views on the questions in the semi-structured interview form.

METHOD

In this study, which is a research in the screening model, qualitative research method was used among the research methods. Qualitative Research Techniques: It is defined as an effective method in finding and revealing the experiences and perspectives of the individual about an event. In addition to gathering extensive information about an event in qualitative research, the most important point is to consider a specific point in the subject under investigation, to make an in-depth examination and to reach a judgment about that event (Cepni 2001:17). The working group consists of 15 school managers working in Malatya and Elâzığ provinces who have completed or are doing postgraduate education in their fields. During the data collection studies, first of all, the articles related to the research subject and the published books were scanned. The scale that will determine the managerial changes that occur with the variable of education status of school managers has been developed in the form of a semi-structured form in the light of the information obtained from the literature review. Then, an information collection form is created. The form consists of two parts: anonymous promotional information and interview questions.

In the research, a semi-structured observation form was created in the presence of an expert opinion to determine the managerial changes of school managers who have completed or are doing graduate education in the field of Educational Administration, Supervision, Planning and Economics. School managers were asked if they wanted to participate in the research and interviews were conducted accordingly. The thoughts of the school managers in the research group towards the questions were collected as data.

Analysis of Research Data

- The information gathering tools used in the research were separated.
- The results of the research were evaluated by the researcher by comparing them with the raw data.
- The framework for the visual analysis was created and the necessary definitions and explanations related to school administration, school administration and expertise were given at the introduction of the project.
- The obtained data were processed according to the thematic framework.
- The research findings were described.
- The findings were interpreted and the results were exceeded in the report.

FINDINGS AND COMMENTS

In this section, the findings obtained from the data collected in the research are interpreted. The people in the universe of the research also constitute the sample group. The results of the interviews with the training managers taken as a sample group are analyzed and evaluated one by one. First, the results of the interviews are given collectively, and then the results of the interviews on the sub-problems are interpreted separately.

The findings of the interview with educational managers who have or are doing a master's degree in educational administration:

Table 1. Gender status of the interviewed training managers

Gender	n	(%)
Male	14	93.3
Female	1	6.7

Table 2. Job status of training managers

Task	n	(%)
Deputy	7	46.6
Manager	8	53.4

Table 3. Duties of training managers

Duty Place	n	(%)
City	8	53.4
District	5	33.3
Village	2	13.3

Table 4. Education status of training managers

Görev Yeri	n	(%)
Yüksek lisans öğrencisi	9	60
Yüksek lisans mezunu	6	40

Table 5. Status of the institution in which training managers work

Görev Yeri	n	(%)
Anaokulu	1	6.6
İlkokul	4	26.6
Ortaokul	6	40.2
Lise	4	26.6

Table 6. Seniority of Training Managers in Management

Yöneticilik kıdem yılı	n	(%)
10 yıl ve üstü	4	26.6
7-9 yıl	4	26.6
4-6 yıl	4	26.6
0-3 yıl	3	20.2

Interview; It was made with 14 male and 1 female education manager, including principal and deputy director. It is seen that the managers working in the city center are more than other settlement rates. It is seen that there is no difference in the seniority years of the managers who do a master's degree.

In managers; changes in postgraduate education, problem-solving, communication, and leadership skills:

Manager' views on this issue and analyses of their opinions are as follows:

Manager 1: "My perspective on education was before graduate education: I used to think of the student coming in the school building at certain hours and the behavior made in line with the cursory plans as acquiring the desired behaviors or changing the desired behavior.

After graduate education: I look at the school organization, which is a whole with well-planned and organized human resources, positive organizational climate and environment, as a process for individuals to know themselves and take their place in society as a unique individual.

Previously, in terms of problem solving; While I am trying to solve the problem with the suggestions and procedures of conveying it to a senior manager, I have developed a culture of analysis of the problem, revealing the problems, finding common solutions by listening to the sides of the problem, reconciliation and tolerance after graduate education. I am determined to solve every problem with common sense and consensus instead of communicating it somewhere. I definitely try not to postpone problem solutions and ignore the problems. I believe that I should not have a problem with myself in the problems that reach me. In fact, I believe that problem solving is a very good feeling. I believe that people understand and know each other better. I understood that communication is a phenomenon that is at the heart of education and is the author of all positive and negative situations. Thanks to communication, I saw that every staff, student and parent would participate in the training with enthusiasm in line with the objectives of

the organization. I started to think one step ahead. Since I think that turmoil and failure are not possible in any organization where there is a healthy communication, I think that the main perpetrator of all the chaos and failures that are opposite to this is completely communication accidents. Yes, I started to think that if anarchists and terrorists appear on the streets from time to time despite studying in these educational institutions, this is all a communication accident product. I began to believe that leadership is the most important quality for a good manager. I began to believe that a manager without a teaching leader, a manager without a vision, is one of the most important obstacles for the organization to change and develop the organization."

In this context, the participant especially touched on the communication dimension of the training he received. The participant states that almost all negative events in the society are caused by a communication disorder and expresses his views on this issue. Communication tools and communication network are very important for any organization. Education is perhaps even more important for organizations. Because education is a process of interaction. The medium of interaction is communication. Therefore, for educational organizations, communication has been a basic requirement for both the training manager and training.

In the structure and atmosphere of educational organizations, the role of non-legal communication is more important. In this regard, the school manager should carefully monitor communication between individuals and groups. To do this, they must be knowledgeable and skilled in areas such as social psychology, group dynamics, and group behavior. The manager, who remains unfamiliar with communication circles and currents inside and outside the school, will either have difficulty or fail to carry out other management processes that come before and after communication.

The most important reason that increases the importance of communication for the school is that teaching is also based on communication. Education is a process of interaction. The medium of interaction is communication. Therefore, the communication process in the school is a basic requirement for both management and education.

Recently, there have been significant differences in society and in terms of people. Socio-cultural changes and social transformations have also changed people's expectations and needs. While managers expect good performance from their subordinates, subordinates expect and demand good management from their managers. That's why education managers have to be very good communicators. Because the source of the main problems lies in the lack of communication.

Manager 2: *"I don't fully realize the impact on my managerial skills. However, I can say that it changed my perspective on school administration. For example, until this time, I was trying to control everything and do everything myself so that things would not be disrupted. Now, I believe that working with team spirit will be more beneficial to myself, the institution and the employees and service areas of the institution and I try to act accordingly. I see that this is more advantageous in many areas for everyone, including myself. We get less tired and do more quality work. My friends are embracing the institution more and working harder and doing it willingly. Our communication with each other has increased. Problems became more easily solved."*

Personal quality (being able to spare time for oneself, making time for training, making time for friends, spending time on work that we are not always interested in in the institution), educational quality, communicative quality as a result of increases in corporate quality."

Although Manager 2 stated that he did not feel any change in the managerial sense, he touched on the importance of cooperation in doing business and transactions, that is, Total Quality Management here. As it is known, Total Quality Management or TQM for short, is the provision of human, business, product and / or service qualities used to fulfill customer needs with the contributions of all employees with a systematic approach. In every process implemented in this management form, the ideas and goals of all employees are used and all employees are included in quality. Total Quality Management; aims to achieve the satisfaction of customers in the long term, to obtain benefits for its own staff and society, and concentrates on quality. It is a management model based on the participation of all personnel. Here, too, it seems that the participant perceived this situation better by receiving graduate education.

Manager 3: *"Education: Monitoring and evaluation of planned work and studies between before and after postgraduate in the field of education. While planning what needs to be done in the next year, the importance of the statistical data and evaluation reports of the previous year shed light on how I myself would use them. Problem solving: It has improved me in terms of problem solving, coping with stress and managing conflict. Communication and Leadership: It has improved me to use my existing skills more effectively at the point of correct communication and leadership and to be a leader in my organization."*

Manager 3 stated that he shed light on himself especially on planned work. Planned work; It can be said that one of the ways to reach the goals we design, want to achieve and appropriate for ourselves is efficient and planned work. Acquiring the habit of working, knowing how to use time, giving up the habit of leaving work for tomorrow, enjoying working and making it a way of life can only be possible with good planning. If a plan is not worked with, it may not be possible to achieve the expected success.

Being unplanned and not knowing what to do and when to do it wastes time. Managing time, using time, allows to spend energy in the right place, increases success. Complaints such as "time is not enough" usually stem from acting without a plan and not using time correctly.

A business without a plan is like a plot of land that is not surrounded and to whom it is not clear. Some play ball there, some ride doubles.

Manager 4: *"It is unthinkable that educational organizations should be managed with a traditional understanding of education and management. Today, those who will take new duties in graduate education and educational organizations and the managers and auditors who are still in charge are expected to be open to innovations, have gained the ability to apply with theoretical knowledge, adopt modern education and management understanding and have scientific understanding. There have been changes in my Training, Problem Solving, Communication and Leadership Skills."*

Manager 4 talked about the development in the direction of leadership unlike other participants.

A manager is a person who does the organizational structure that exists and what needs to be done to achieve the goals of an organization. The leader, on the other hand, has the power to influence the organizational guidelines (orders, directives, decrees) above and beyond mechanical obedience. In this sense, leadership; It can be defined as a new structure, a new direction and the initiation of the work to be done in order to realize or change the objectives of an organization. While the leader aims to do the right things, the manager focuses on doing things right. Leadership; it is the product of personality rather than position and status. Leaders are generally self-confident, less personal, quick to generate ideas, take action, and are sensitive to the behavior of those around them. Personal integrity is an important need for leadership. Leadership is formed according to new situations without depending on obvious qualities. So the leader can create the existing situation. Leadership does not emerge as the product of any kind of appointment. In order for a person to qualify as a leader, his subordinates must see him as a leader.

It is possible to count the characteristics such as being inspired, influencing, forming teams, being an example and being accepted among the features that characterize leadership. It is understood from this that the master's degree helps to develop the leadership impulses that exist in people.

Manager 5: *"As a result of graduate education in the field of education and management, it is inevitable that there will be positive changes in educational managers. When I finished graduate school, I found that I had almost no academic knowledge in the field of management. I have come across many authors and new approaches both in the field of educational administration and in the functioning of education. I saw that university education alone is not enough in the field of education-management. I saw that educational management is a special field of specialization with its own rules. After graduate studies, my perspective on people and events changed, and there was a need to evaluate events in a wider range."*

The manager states that his interest in academic studies has increased especially after graduate education and that he has followed more scientific publications. This situation shows that graduate education has been an important factor in opening the horizons of managers.

Manager 6: *"One of the most important issues in management is to keep the morale and motivation of the staff high. I think many of the lessons we've learned have improved my proficiency in this regard."*

The lived and probable examples I read in the case studies class changed my perspective on the events I experienced in school. Human relations, my ability to make decisions in the face of sudden events have improved. My confidence has increased even more because I have completed such a difficult training process".

The manager states that he learned a lot from the "Case Studies in Education" course during his 6 graduate education, and that even this course was an achievement in itself. As it is known, the case study method is to ensure learning by solving real-life problems in the classroom environment. This method is used to give students a subject or a skill and to make them practice on that subject. The method in question is also used for solving a real problem encountered in everyday life. According to the manager's opinion; talking about real-life events and creating solutions gives managers a lot.

Manager 7: *"After graduating from graduate school, I first felt confident in the field of education. I can speak in the field of education and approach things more scientifically. I can solve things with scientific problem-solving methods. I am able to communicate better with school stakeholders. I am not afraid of conflicts, I manage. The sum of all this brings out my leadership qualities in the management process."*

Those who work in the school administration see it not because of the legal powers of the directorate, but as someone who shares their problems and brings solutions. I can produce different projects about my school that no one else can

think about, and I can look at things from different angles. The staff's trust in me increased. I can work in the same team as the teachers. I can spread the sample practices."

Manager 7 specifically mentions the concepts of trust and self-confidence, and states that this situation, which actually exists in itself, emerges with graduate education. Self-confidence is an important personal trait; it allows to deal with life and problems realistically and makes it easier to endure difficulties. The process of gaining self-confidence is the experience of being a person who has the strength to cope with the important challenges of life and is worthy of being happy. Self-confidence gives you strength, increases your energy and encourages you to make more effort. It is an inspiration for success. Success also leads to happiness and enjoyment. It is important to approach life with confidence and maintain it. It is understood from the statements of manager 7 that one of the best ways to gain this feature is to do a master's degree related to your field.

Manager 8: *"First, I think I have improved myself more in communication. I gained the ability to look at things from different angles. I can say that I have changed exactly when it comes to managing conflict compared to the situation before my master's degree. I have gained a lot of knowledge, especially in the field of education. As for leadership, I believe that leadership comes from birth and develops later. The master's program primarily taught me knowledge in educational sciences and management that I did not have in the field. I believe this is thanks to my knowledge of the sources and changing my reading habit on a subject-by-topic basis. I believe that I have experienced changes in conflict management, educational leadership, organization and organization management, educational funding, development of communication skills."*

Manager 8 talks about the changes in conflict management here. Since most of the achievements achieved through graduate education have already been mentioned, it is necessary to mention conflict management here. Traditionally, school managers may be intimidated by conflict and see it as a phenomenon that will disrupt the unity and integrity of the school. For this reason, it may prefer to avoid conflict and not to give opportunity to conflict. However, conflict is a natural part of human life. If the school manager avoids and ignores conflict, this can lead to bigger problems at the school and among school employees. It is quite natural that there should be conflicts and disagreements between individuals and groups for various reasons in organizations, in schools in this context. In the event of conflict, there will not be much of a problem when school managers have basic knowledge and skills in conflict management. Since conflict is inevitable, the most important task of school managers is to prepare the necessary environment for the resolution of the conflict and to be prepared for it. Before the conflict becomes destructive, it is necessary to take the necessary measures and develop strategies for its resolution. In this regard, it is inevitable that graduate education and the courses taken in the master's degree have great contributions to managing conflict management.

Manager 9: *"I think I have benefited a lot from the courses "Leadership and Leadership Training", "Case Studies in Educational Administration" and "Inspection and Its Characteristics". There have been very positive changes in our perspective.*

**Communication with students*

** Communication and sharing with staff*

** Ability to empathize*

** To be able to look at educational management from a different perspective*

** To be able to create a school culture*

**The importance of professional development"*

Manager 9 states that, unlike other participants, he has improved himself in inspection. The concept of inspection; it often contains the meanings of the words poll, monitoring, surveillance, examination, research, control, supervision and guidance together and is used to meet each of these areas separately or together. For this reason, people who are assigned with inspection can be given all the tasks contained in these concepts. Again, in various institutions and organizations, people in charge of the subjects included in the concept of inspection are given such as inspectors, auditors, controllers and competitors.

Inspection in education is; * It is a planned teaching that will make education and training better. * Improving teaching. *It is one of the basic functions necessary for a school to function well. Great importance has been attached to inspection in the Turkish education system. In addition, in our laws, statutes and regulations, this area is widely defined. In addition, inspection has been accepted as one of the three basic elements in the functioning of the Ministry of National Education. As it is known, the Ministry of National Education consists of the Board of Education and Training, which performs the legislative and advisory duties, the Undersecretariat and General Directorates that perform the executive duties, and the Inspection Board Presidencies that perform the control task. Of these three basic units, the wheel of national education can work efficiently to the extent that each of them works well in itself and can relate well to other units.

Manager 10: *"My view of the education system and functioning has changed with graduate education. I realized my shortcomings with the school administration. I think they have contributed to communication and leadership. In terms of communication, they contributed to how effective communication can be and how positive communication can benefit school culture. I have realized that appropriate and effective intervention in problems, positive communication is important in solving problems and that leadership qualities should be developed and used positively."*

As mentioned by some participants here, it seems that doing a master's degree contributes more to managers in creating a corporate culture and breaks new ground.

When we examine the literature, we understand that organizational culture consists of the following dimensions:

- History of the organization
- Values and beliefs of the organization
- Stories and myths that explain the organization
- Cultural norms of the organization
- Traditions, ceremonies and customs
- Male and female heroines of the organization

The factors that determine the school culture can be listed as follows:

- Age of the school
- Historical development process of the school
- Aims and objectives of the school
- Socio-economic and geographical environment in which the school is located
- Socio-economic level of students
- Rural and urban areas
- Facilities of the school
- Technology used in school
- School and class size
- Expectations of managers, teachers and students
- Parents' expectations
- Whether the education system is centralized or not
- Whether educational institutions are private or not
- Structure of the education system

Manager 11: *Manager 11 answers the question "What are the changes in education, problem-solving, communication, and leadership skills compared to pre-graduate education?" as follows:*

"1) My interest in education management has increased more. Before I started my master's degree, I saw school management as just a promotion in one position. Now I see management as a specialty.

2) My theoretical knowledge about educational management has increased.

3) I can find different solutions by bringing different perspectives to problems.

4) My interpersonal communication skills and level of empathy have improved in the light of the technical knowledge I have acquired.

5) I feel better equipped in the field of management.

6) I am more confident in my current field of duty.

7) I believe that decision-making is a very important factor in the management task.

8) I don't see the school administration as an official. I believe there is leadership."

Manager 11 to the question "If so, in what areas did differentiation occur?";

"1) I started to see conflict in institutions not as an undesirable situation but as a factor that would increase competition.

2) I learned that educational management is a science. This was achieved with a modern management and control approach.

3) I learned that the most important qualities that a good school manager should have are leadership and communication skills.

4) I learned that education management has a very scientific dimension, not only based on legislation.

5) My research and analysis skills have increased.

6) In the last years of the profession, I did so much reading and literature work for the first time in 1 year."

Here, the scientific dimension of education management is mentioned. Research shows that the traditional roles and responsibilities of the school principal have changed, and that the duties and responsibilities of the contemporary school principal have been grouped under many different headings such as leadership,

communication, group processes, program development, learning and teaching processes, and performance evaluation. The change in these roles and responsibilities forces the school principal to innovate and improve himself. However, school managers are not open to this change. He does not take the time to read and research new developments in his field. In this case, our managers cannot adapt to the conditions of the day.

When all these are evaluated, school management should be based on a scientific basis, selected from among the teachers who have served for a certain period of time, a school administration or education management department should be opened in the national education academy, the selected teachers should be taken into managerial training, and after at least two years of education, they should be appointed as managers. Or graduate education in the field of educational administration should be provided and developments in this field should be ensured. The staff of the managers appointed to the position of education manager should be given the title of education manager, 657 DMK should be counted among the professions, those who are successful in their duties should rise according to a certain career system, those who cannot rise should continue their duties, and those who fail in their duties should be evaluated in other positions and not in teaching. In this way, occupational security will be established. Salaries and wages should also be strengthened, unlike teaching. Compensation for duties and professions arising from the management profession should also be given.

A result, education management and school management have not become a profession based on a scientific basis in our education system. It has not been achieved with a certain management understanding, management philosophy and a certain standard. Because there is no certain standard in training managers. The workload of the school administration is excessive and exhausting. It is not seen as a profession on legal grounds and legislation. To this day, job security has not been provided. The understanding that teaching is the main one in the profession has weakened the development of management. The return of those who were dismissed to the teaching profession and the frequent changes of duties according to the political powers prevented the development of education administration and school administration. The fact that managers are easily dismissed by supervisors who have the authority to appoint, that there is no management school and that they are not ready to be managers at the entrance to the profession causes the school principal to fail and the management does not develop.

Manager 12: *Manager 12 To the question "What are the changes that occur in education, problem-solving, communication, and leadership skills compared to pre-graduate education?":*

"I have different views on education.

** I can find different solutions to problems.*

** My communication skills have improved.*

** I feel better equipped.*

I feel more confident.

** I am more relaxed in the decision-making process and can make healthy decisions.*

I feel more comfortable in terms of leadership. When replying in the form of;

To the question "If so, in what areas did differentiation occur?";

I started to look at school management more scientifically.

** Different perspective developed.*

** I started to look at it with a more contemporary management approach. He replies.*

Manager 13: *"Along with graduate education, I have come to the conclusion that it is necessary to act a little more tolerantly on the basis that there is a human being in the employees and they can make mistakes in terms of the implementation of the legislation, especially in relation to the way of school administration.*

My confidence increased more. In this process, I improved myself a little more. However, I also learned that I could not get enough contributions from the university during the graduate education and that one should not expect contributions from others in order to improve oneself during the graduate process."

It is revealed that Manager 13 expects more from the university during his master's degree, but he cannot find a meeting for his expectations and even does not enter into such an expectation; this is a problem that postgraduate universities need to take into account.

Manager 14: *"After I started graduate school, I started to do more academic reading and research.*

There has been no significant change in my problem-solving skills.

There have been positive changes in communication skills in terms of using the Internet in education. Through distance learning, my skills for sharing information and documents have improved."

Differentiations occurred in the fields of educational leadership, visionary leadership and sharing leadership.

There have been positive changes in the way I look at people."

Today, the rapid development of technology increases the need for information. Today, the important plan is no longer to reach information; is to reach information at the desired time and format. The rapid increase in knowledge and the need for information reveals the educational problem and need of large masses.

Internet technologies have become one of the most important elements affecting the distance education performance of a country. The increasing demand for education in our lives necessitates a change in the purpose and quality of education. Today, the task of educators is to look at the internet and computer technologies, which have become a symbol of change and transformation in almost every field, as an educational tool and to benefit from them in line with the objectives of education. However, it is not enough to be successful in distance education by simply applying internet technologies. Internet-based education and distance education applications have organizational, social, pedagogical and ethical dimensions besides technology and it is evaluated that distance education applications structured by considering the requirements of these dimensions will show a superior performance.

Considering all these, with the developing technology, the training needs of education managers have arisen. Since they do not have the opportunity to do this in person for the purpose of duty, distance education has given them a chance and an opportunity to improve themselves. The use of the Internet in such a useful area has also made them happy.

Manager 15: *"I think I have gained skills such as trying to reflect what they are doing and what mark they have left by holding a mirror to the work of the organization in educational work.*

My belief in the benefits of creating a working understanding and organizational culture based on sharing in problem solving and communication has increased and my practices have gained more importance.

I have gained the understanding of the work of the organization to get to know themselves and see the traces they have left and I think it is an educational model. My belief in organizational culture and team spirit philosophy increased. I became even more convinced that success belongs to all employees."

As seen above, almost all of the respondents answered positively in the survey on this subject, but 6.6% stated that there was no change in the field of problem solving in the managerial field and 6.6% in the managerial field.

In general, when we put them all together, managers are compared to pre-graduate education; They listed the changes in education, problem solving, communication and leadership skills as follows:

- 1) While they used to see school management as a promotion in only one position, they now think of management as a specialty.
- 2) They state that their theoretical knowledge about educational management has increased.
- 3) They state that they can find different solutions by bringing different perspectives to the problems.
- 4) They state that their interpersonal communication skills and level of empathy develop in the light of the technical knowledge they have acquired.
- 5) They feel better equipped in the field of management.
- 6) They are more confident in their current field of duty.
- 7) They believe that decision-making is a very important factor in the management task.
- 8) They believe that they used to see school management as a civil service, and now they believe that it is a leadership.
- 9) They believe that doing a master's degree in problem solving, coping with stress and managing conflict improves them.
- 10) At the point of implementation of the legislation, they state that they believe that it is necessary to act a little more tolerantly considering that there is a human being in their employees and they may make mistakes.
- 11) They say that they have developed different views in terms of education.
- 12) They state that they can find different solutions to problems.
- 13) They state that their communication skills have improved and their knowledge of how effective communication can be increased and that they have gained the ability to look at things from different directions.
- 14) They state that they find themselves better equipped and that they are now more confident in themselves.
- 15) They state that they can make more comfortable and healthy decisions in the decision-making process.
- 16) They state that they have gained self-confidence, that they can talk in the field of education, and that they can approach things more scientifically.
- 17) They say that they are no longer afraid of conflicts and that they are directing them.

18) They express that they believe that working with team spirit will be more beneficial to both themselves and the institution and to the employees and service areas of the institution and that they are trying to act accordingly.

19) They state that they had almost no academic knowledge and almost no scientific publications before they received their master's degree, but now they read more and follow scientific studies.

20) They state that their perspective on people and events has changed a lot.

When comparing the school administrations before postgraduate education in the field of educational administration and the management after postgraduate education, the biggest differences in managerial skills are as follows:

The answers received from the training managers are listed below. Now let's look at the opinions of the managers on this issue, respectively:

Manager 1: *"We observe that they have moved from the dimension of the manager to the dimension of the teaching leader in the school, and with this aspect, they have developed their managerial skills by managing the conflicts within the organization well with a healthy communication and creating a positive school climate that maximizes participation."*

Manager 2: *"The biggest difference is the approach to events and the fact that they have multifaceted perspectives on events. In particular, managers who have a master's degree in management stand out as more moderate, accommodating and valuing people in human relations compared to other managers."*

Manager 3: *"They learn that knowledge multiplies by sharing; I saw that they were more sharing than managers who did not have graduate education and were more supportive of those who wanted to do graduate education."*

Manager 4: *"The fact that you know that you have a graduate education already creates a positive perspective. However, while the differences in the manager's management understanding are even more pronounced, managerial behaviors become an example."*

Manager 5: *"I have received positive responses. But almost all of them thought that studying above the language would be difficult and tasteless. So they looked at it differently."*

Manager 6: *"While students appreciate that a teacher strives to improve himself despite having a profession, the vast majority of teachers stated that they could not understand why such an ordeal was suffered despite having no financial impact. Some of them appreciated it."*

Manager 7: *"It motivated the students. Even though we had reached a certain age and position, they were surprised that we were still striving and formed the idea that they should work harder in their own lessons. The teachers' outlook has also improved in a positive way. They started to see us as more influential and authoritative, at least that's what I feel from their attitude."*

Manager 8: *"Our teachers and students appreciate those who do graduate education. They trust their word about education. Maybe it encourages them too."*

Manager 9: *"I have never had the chance to work with a manager who has a master's degree so far. I think that all my managers I work with have given me the necessary support. At least they didn't have any problems with the permit. From what I've heard around me, I've heard that some of the school managers who have master's degrees don't provide their staff with the necessary facilities to do a master's degree, so people can't continue their education. That's why I can answer that question so much."*

Manager 10: *"To encourage communication and development of personnel, to be able to empathize"*

Manager 11: *"Those who have a master's degree in the field come to the fore in making faster and more accurate decisions about educational management and the identification of problems."*

Manager 12:

"1) They look at the directorship and deputy director of the managers who make a higher language as a field of scientific expertise.

2) They consider that events may be different factors, not just according to apparent factors.

3) They see education as a more pedagogical and scientific field than other school managers.

4) That the school managers who have completed their master's degrees are stripped of the shallow and bigoted ideas of the old management understandings and that they value the events according to the conditions of the day and the situation;"

Manager 13: *"The most important difference is that I saw that they looked at education differently and pedagogically.*

I saw that they left the classical management approach and moved to the modern management approach."

Manager 14: *"I think they are more careful, especially in terms of communication."*

Manager 15: *"Efforts to create principles and corporate culture, ability to make and implement decisions with team spirit. Open to development and change, challenging and hard work."*

In the light of the opinions of education managers, it is possible to reach the following results when the pre-graduate education administration and the postgraduate education managers are compared. These are;

- 1) They feel more successful especially in communicating and being solution-oriented, they are able to communicate better with school employees and students, parents, they bring parents closer to school;
- 2) That they have left the classical management approach and have moved to the modern management approach;
- 3) Master's degree managers consider the directorship and deputy director as a field of scientific expertise;
- 4) That they consider events not only according to apparent factors, but also that there may be different factors;
- 5) Compared to the school administrations in previous years, they see education as a more pedagogical and scientific field;
- 6) That the school managers who have completed their master's degrees are stripped of the shallow and bigoted ideas of the old management understandings and that they value the events according to the conditions of the day and the situation;
- 7) They make faster and more accurate decisions regarding the management of education and the identification of problems;
- 8) That they attach more importance to and encourage the scientific and in-service development of the personnel;
- 9) That they have more empathy than before, and that they empathize;
- 10) After completing graduate education, they are able to look at things from a wider range;
- 11) They support scientific studies;
- 12) They support change;
- 13) In the creation of the shared vision, they have developed a strong school culture,
- 14) That they are a learning leader;
- 15) That they are more moderate, accommodating, valuing people in human relations;
- 16) That they have moved from the size of the manager to the dimension of the instructional leader in the school;
- 17) That they carry out their management work scientifically and professionally;
- 18) They are more successful in coping with stress;
- 19) That they manage conflict management better;
- 20) They are more open to the horizon in terms of having a vision and planned work;
- 21) They state that they are more efficient in terms of information sharing and principles, corporate culture, team spirit in decisions, development and openness to change compared to previous management years.

Reactions of school managers from students, teachers and school managers regarding graduate education:

Below are the reactions and analyses that education managers have received from students, teachers and school managers in the school.

Manager 1: *"It has very positive results, and our managerial friends, teachers and students who learn that we have a master's degree increase their expectations from us due to our graduate education. As someone who has received this training, they expect guidance from us in applying for more realistic and self-contained solutions to the problems in the triangle of family, student and teacher for education that arise from time to time. We are expected to take part in the boards formed in schools to transfer our knowledge to the organization and education. Teachers' expectations for guidance on classroom management, student motivation, communication issues arise very often and studies are carried out on the issues raised."*

Manager 2: *"The reactions of managers, students and teachers are positive. Students appreciate that older people are still interested in education and become role models for them. Teachers are also more respectful and appreciated. Managers see you as a more professional person and consult on all the work you do."*

Manager 3: *"The fact that you know that you have a graduate education already creates a positive perspective. However, while the differences in the manager's management understanding are even more pronounced, managerial behaviors become an example."*

Manager 4: *"I have received positive responses. But almost all of them thought that studying above the language would be difficult and tasteless. So they looked at it differently."*

Manager 5: *"I have received very positive responses from teachers and school managers. Some people said that my perspective and evaluation of events were good. I didn't get many reactions from the students, but the parents said that they found my behavior and approach positive. They believe it is beneficial for every school head to train in this area."*

Manager 6: *"While students appreciate that a teacher strives to improve himself despite having a profession, the vast majority of teachers stated that they could not understand why such an ordeal was suffered despite having no financial impact. Some of them appreciated it. School managers didn't see much need either."*

Manager 7: "Most of the teachers say that when I start a master's degree, I don't have any work, what is the need, etc. For some reason, instead of improving themselves, school managers and teachers continue their profession with what they have learned in university without touching water and soap. There were even those who said that it would not be useful to improve yourself to get somewhere. I think that behind such thoughts are people who do not dare to engage in a difficult endeavor such as a master's degree or whose love of learning is fading. Students showed more positive and supportive responses than teachers and managers. The value of self-improving teachers who study in the eyes of students is really very high. I think this often inspires the student."

Manager 8: "It motivated the students. Even though we had reached a certain age and position, they were surprised that we were still striving and formed the idea that they should work harder in their own lessons. The outlook of school managers and teachers has also improved in a positive way. They started to see us as more influential and authoritative, at least that's what I feel from their attitude."

Manager 9: "Our managers, teachers and students appreciate those who do graduate education. They trust their word about education. Maybe it encourages them too."

Manager 10: "Everyone in the organization comes to me first about the consultation. I think my thoughts on administrative issues have become more important. Teachers have a different approach because of the master's degree. They are the first person to be consulted in solving problems. Of course, the field of educational management is of great importance in this."

Manager 11: "I'm getting positive responses. In this sense, I think it is an example in terms of contributing to self-development and professional development."

Manager 12: "I don't think it matters much to the students. Fellow managers and teachers appreciate that they care about being highly educated in the field and they apply as a resource in the areas they are curious about."

Manager 13: "I have received positive responses. In fact, the changes I had were expressed positively by the teachers."

Manager 14: "I observe that with graduate education, there is a difference in the way people look at us. This gives me the idea that I need to be more careful. Teachers see us as a counselor and an application center. My students have no information about my master's degree. I feel that I have come to a more important place among school managers."

Manager 15: "The reactions are generally positive. There is no qualitative reaction of the students. They just find it interesting that I'm a student and get an education. Our teachers find it necessary and important. They even state that they want to do it themselves. School managers are generally unresponsive."

Looking at the reactions that education managers receive from students, teachers and school managers in the school, it is possible to reach the following conclusions:

- 1) Education managers observe that there is a difference in people's view of themselves with graduate education, which gives them the idea that they should be treated more carefully;
- 2) That teachers see themselves as a counselor and application center;
- 3) That managers, teachers and students raise their expectations of themselves due to their graduate education and expect guidance in applying for solutions appropriate to the essence of education;
- 4) That their managerial behavior has also become an example;
- 5) That they are appreciated by both the student and the teacher, and that they give more credence to their words about education;
- 6) That teachers, in particular, believe that it is beneficial for each school head to pursue a master's degree in educational administration;
- 7) Even the changes in themselves are expressed positively by the teachers;
- 8) They stated that students had more positive and astonishing reactions than teachers and managers.

Below is a relevant statistic:

Table 7. Reactions from School Managers

Reaction	n	(%)
Positive	12	%80
Negative	1	%6.6
Mediocre	2	%13.4

Table 8. Reactions from teachers

Reaction	n	(%)
Positive	13	%86.8
Negative	1	%6.6

Mediocre	1	%6.6
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Table 9. Reactions from students

Reaction	n	(%)
Positive	14	%93.4
Inability to Perceive (Students with Intellectual Disabilities)	1	%6.6
Negative	0	%0.0
Mediocre	0	%0.0

Requirement status of graduate education for candidates who will be school managers: All participants answered yes to this question, and some even mentioned that it should be a prerequisite for appointment to management.

Manager 1: "I think postgraduate education should be compulsory for all managers. With the education received in the graduate education content; With comparative education, it will see our situation in education in the world and structural differences and will have a vision at the point of all plans and practices made at the point of the future of education. She will be able to lead her teachers in communication and classroom management. Will be better equipped in conflict management and will be able to work more efficiently in human resources management. It will bring the school climate to a level of warmth and highest level of participation. He will understand that as the school manager, he needs to step out of his room, through the paperwork, and take his place as a teaching leader throughout the school."

Manager 2: "Yes. The strong school manager should be in front of, or at least be on an equal footing, many of the people he or she manages, especially in the area of management skills. One of the duties of the school manager is educational leadership. Lead others; those who will raise them must first raise themselves. People who want to raise awareness in their environment should first try to increase their level of education."

Manager 3: "I think it's necessary. Because I see management as a job that requires professionalism and science."

Manager 4: "Yes, absolutely. Because from education comes not harm to humanity, but always benefit. Perspective on events and people and ability to solve problems develops. However, graduate education should be developed especially in terms of school/institution practices."

Manager 5: "Yes, because the realization of the aims of the Turkish Education System depends on the organization and management of schools in a way that meets the requirements of the age. Good organization of schools and good operation of the system are very important in producing qualified products. However, in order for the system to be operated effectively, professional managers equipped with managerial and leadership knowledge and skills are needed. The main reasons for the need for qualified school managers are:

Rapid technological, social, political and economic changes and the reflections of these developments on education,

- The majority of education managers and supervisors in developed countries have received postgraduate education and this need is also felt in Turkey,
- With the restructuring of the faculties of education, teachers who will teach in secondary education institutions graduate with postgraduate education. They need to be trained at least as much as they are in the people who will manage and supervise them."

Manager 6: "Persons who want to be appointed as educational managers should definitely be required to have a master's degree in the field of management. Because educational management has become an approach with its own rules. Manager candidates should not be strangers to the methods in the field of management and should even have sufficient knowledge and experience in the academic sense. There must be a difference between the manager and the teacher. The manager must be adequately equipped to guide the teacher. I believe that most of this equipment will be covered by the master's degree in management."

Manager 7: "Yes. You develop a different perspective and your horizons develop. I didn't know the history of education in such detail before I started my master's degree. When I said leadership, the only thing that came to my mind was the only thing. I realized that there are differences in Ethical Leadership, Visionary Leader, etc. I realized how there is education in different countries with comparative education. So I think every manager should have a master's degree in education."

Manager 8: "Yes. I think that graduate education is necessary because it will provide development in terms of development in terms of development of educational leadership, development of educational horizons, educational

development, development of leadership qualities, acquisition of scientific problem-solving methods, and the ability of the manager to look at events and educational work from different points. However, if one has the desire to improve oneself..."

Manager 9: "Those who will work as managers must definitely do a master's degree in Educational Administration. Even during the selection of managers, this should be a criterion. But it also matters how much they raise themselves. I'm not just talking about a Master's degree done for points or any other criterion. They need to educate themselves. I think that the validity and efficiency of the program is in the hands of the program managers."

Manager 10: "I think it is absolutely necessary. Many school managers grope as school managers. I think that all managers should educate themselves especially in leadership and leadership training, case studies, inspection and communication."

Manager 11: "Yes. I think the master's degree will contribute. I think it brings very important changes, innovations and accumulations in the manager's management approach."

Manager 12: "I'm definitely thinking. All managers must have a master's degree or be selected first from those who have a master's degree when elected. It should be mandatory for school managers because the school head works in all areas of supervision, management, inspection and planning in his school. But they are often unequipped and inexperienced in this area. This situation may cause the efficiency and effectiveness of education in schools to decrease. If priority is given to master's degree holders, it is considered to be a specialty. Nowadays, since the exam alone is insufficient in appointing managers, the most objective selection criterion is to select the personnel who receive the best training in the field of management."

Manager 13: "I'm definitely thinking. In fact, it should be mandatory for managers because you are better equipped in the field of management, your perspective on things expands, it allows you to make healthier decisions."

Manager 14: "Absolutely, yes. In fact, I think that all managers should be managers after an academic training given by experts in the field. Because it's not just a career thing, it's a necessity to look at it differently, to guess and see behind the wall."

Manager 15: "Absolutely, yes. Because it offers an opportunity to acquire new information, to have a wealth of applications, to find changes and developments related to the field in the world together and to examine them scientifically."

As can be seen here, all education managers are of the opinion that education managers must provide a master's degree in the field of educational administration. However, if you pay attention, some education managers have different opinions on some issues. If we list them;

Education managers want the managers who are in higher positions to have received at least as much training as they do.

- The manager states that 4 graduate universities should improve themselves in terms of school/institution practices.
- It is stated that the faculties of education should be restructured and even secondary school teachers should be required to have a master's degree (Manager 5).
- They stated that the people who would give graduate education to the education managers should be experts in the field (Manager 14).
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Here, the inadequacy of universities and faculty members providing graduate education is mentioned. Again, some of the education managers want to be obliged to have a master's degree in the field of educational administration in order to be appointed as educational managers. This rate is not to be underestimated. 33.3% of the managers require a master's degree in educational administration to be appointed as educational managers.

Now if we turn data into statistical data;

Table 10. Requiring education managers to receive graduate education

	n	(%)
Yes	15	%100.0
No	0	%0.0

The first sub-problem: What changes have been made in the managerial skills of school managers by the fact that they have received graduate education in the field of Educational Administration, Supervision, Planning and Economics?

The changes in managerial skills against this problem situation can be listed as follows:

- 1) While they saw school management as a promotion in only one position, they now see management as an area of expertise;
- 2) Increased theoretical knowledge about educational management;
- 3) They can find different solutions by bringing different perspectives to problem situations;
- 4) Acquired interpersonal communication skills and a level of empathy;
- 5) They feel better equipped in the field of management;
- 6) They are more confident in their field of duty;
- 7) They believe that decision-making is a very important factor in the task of management;
- 8) They believe that school management is a leader in the administrative sense;
- 9) They believe that doing a master's degree in problem solving, coping with stress and managing conflict improves them;
- 10) At the point of implementation of the legislation, they are of the opinion that it is necessary to act with a little more tolerance on the basis that their employees are human beings and they may make mistakes;
- 11) Their communication skills have improved and their knowledge of how effective communication can be, and they have gained the ability to look at things from different angles;
- 12) They are better equipped and more trusted;
- 13) They gain self-confidence, they can talk in the field of education, they can approach things more scientifically;
- 14) They are no longer afraid of conflicts and they are directed;
- 15) It has been observed that there are changes in their managerial skills in terms of believing that working with team spirit will be more beneficial to both themselves and the institution and the employees and service areas of the institution and that they are trying to act accordingly.

The second sub-problem: What changes have been made in the personal development of school managers by having completed postgraduate education in the field of Educational Administration, Supervision, Planning and Economics?

The changes that occurred in their personal development against this problem situation can be listed as follows:

- 1) That they are more moderate, accommodating, valuing people in human relations;
- 2) They are more confident in themselves;
- 3) They gain self-confidence;
- 4) They feel better equipped;
- 5) Communication skills are improving and their knowledge of how effective communication can be;
- 6) Changing their perspective on people and events;
- 7) They consider that there may be different factors, not just according to apparent factors;
- 8) They follow more scientific publications than before their graduate education;
- 9) They make faster and more accurate decisions;
- 10) They are more empathetic than before and they empathize;
- 11) It has been determined that they are more successful in coping with stress and that they provide personal development.

Third sub-problem: What are the recommendations of school managers who have completed or are currently undergoing graduate education in the field of Educational Administration, Supervision, Planning and Economics regarding changes in managerial skills?

We can list the suggestions of school managers who have completed or are doing graduate education in the field of Educational Administration, Supervision, Planning and Economics regarding the changes in managerial skills as follows:

Educational managers must necessarily conduct postgraduate education in the field of educational administration; Giving priority in appointments to educational managers who have completed postgraduate education in the field of educational administration; They made recommendations that the Ministry should give more opportunities and encouragement to managers in graduate education.

CONCLUSIONS AND RECOMMENDATIONS

- The fact that school managers have completed postgraduate education in Educational Administration, Supervision, Planning and Economics has often produced positive changes in managerial skills.
- The fact that school managers have received graduate education in the field of Educational Administration, Supervision, Planning and Economics has generally produced positive changes in their personal development.
- School managers who have completed or are currently undergoing graduate education in the field of Educational Administration, Supervision, Planning and Economics recommend that all education managers receive training in this field due to the positive changes in their managerial skills.
- It is seen that the training managers participating in the research generally ignore the expectations of the staff while planning, and after the graduate education, they attach more importance to the expectations of the personnel.
- That training managers were incapable of investigating the reasons for the low productivity of the staff before graduate education and eliminating the reasons leading to the decrease in productivity; After graduate education, it is seen that they do more consultancy work to increase productivity.
- That education managers do not make the necessary effort to carry out activities that will ensure the development of the personnel before receiving graduate education; After graduate education, it is seen that they attach more importance to personnel development.
- It is seen that all education managers believe in the need to receive graduate education in the field of educational administration and they want to make the graduate education in the field of educational administration more attractive by giving high additional points in executive appointments.
- School managers should give more importance to communication with teachers for effective management and should take into account their opinions and suggestions.
- All education managers must have a postgraduate education in the field of educational administration.
- The school manager should act in the supervision process knowing that human needs and moral values are very important in the performance of work. It should not show behaviors that will disrupt the motivation of the personnel. In order to adapt to changes and developments, it should strive to educate and develop itself and its staff, and assign tasks appropriate to teachers' knowledge, skills and experiences.
- The school manager should maintain a democratic environment in the school and avoid excessive bureaucratic and hierarchical behavior. The manager should take their views especially on issues that concern teachers and reflect this in practice. The manager should give importance to the wishes and wishes of the teachers and other personnel regarding the institution.
- Managers should meet periodically to exchange ideas on effective communication and employee encouragement.
- Studies that will increase emotional intelligence skills should be made to the education managers who have completed or have completed a master's degree and in-service training activities on the concept of governance should be organized.
- The Ministry of National Education should offer all education managers the opportunity to have a master's degree in the field of educational administration, and education managers who do not have the opportunity to do a formal master's degree should be encouraged and encouraged to do so by distance education.
- Priority should be given to educational managers who have a master's degree in the field of educational administration, and necessary arrangements should be made for the evaluation of educational managers who have a master's degree in educational administration among themselves.

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